



# Mount Rainier National Park

## Sister Mountain Project

### Creating a Sense of Place On Mount Rainier and Mount Fuji

<b>Overview</b>	In this lesson students study historical figures to determine how people develop a sense of place and how sense of place has led people throughout history to fight for land preservation and protection. Using Mount Rainier and Mount Fuji as focal points, students develop their own idea of sense of place, whether it is their backyard, state, city park, etc. They use their sense of place to develop understanding for preservation and protection. Students develop a persuasive letter urging the protection of Mount Rainier and Mount Fuji.
<b>Grade Level</b>	10-12
<b>Objectives</b>	<p>Students will be able to</p> <ul style="list-style-type: none"><li>• Note important figures from history who demonstrated their connection to the land through calls for preservation.</li><li>• Explain what sense of place means and how one creates such a feeling.</li><li>• Understand what land protection and preservation is and why it is conducted.</li><li>• Discuss how land preservation and protection has been conducted nationally and internationally.</li><li>• Understand that for any piece of land there are various stakeholders who may have different attitudes towards protection.</li><li>• Analyze and interpret historical documents calling for preservation and protection.</li><li>• Write a letter to government officials persuading them to protect and preserve an important place.</li></ul>
<b>Setting</b>	Classroom
<b>Time Frame</b>	5 55-minute class periods
<b>Materials</b>	<ul style="list-style-type: none"><li>✓ Sense of Place/Preservation Questions</li><li>✓ Mount Rainier/Mount Fuji Historical Figures Charts</li><li>✓ What Sense of Place Means Chart/Questions</li><li>✓ Computers with internet access</li><li>✓ Resources listed</li></ul>
<b>Vocabulary</b>	Bio-regionalist, empowerment, stakeholder, composite volcano, summit, empowerment, preservation, Shinto, conservation, stewardship, biosphere reserve, world heritage site,

	UNESCO <i>Zenjo, torii, yamabushi , Tahoma</i>
<b>Standards</b>	<p><b>Social Studies</b></p> <p>3.1 Understands the physical characteristics, cultural characteristics, and the location of places, regions and spatial patterns on the Earth’s surface.</p> <p>3.2 Understands human interaction with the environment.</p> <p>3.2.1 Analyzes and evaluates human interaction with the environment across the world in the past or present.</p> <p>4.2.2 Analyzes how cultures and cultural groups have shaped world history</p> <p>5.1 Uses critical reasoning skills to analyze and evaluate positions.</p> <p>5.2.1 Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.</p> <p>5.3.1 Evaluates one’s own viewpoint and the viewpoints of others in the context of a discussion.</p> <p>5.4.1 Evaluates multiple reasons or factors to develop a position paper or presentation.</p>
<b>Background</b>	<p>Sense of place is an individual’s connection to and interpretation of a particular area. A person's sense of place is as unique as their fingerprint. It is deeply rooted in our history and becomes embedded in our psyche after inhabiting an area over time. A person's sense of place provides a connection to land and is a pathway to understanding how humans interact with their environment. It has been said that <i>where</i> you are is <i>who</i> you are. J.B. Jackson remarks on sense of place saying , “It is place, permanent position in both the social and topographical sense, that gives us our identity.”</p> <p>Sense of place can mean different things to different people. Landowners, private citizens, communities, governments, native peoples, and our global society as a whole all have interpretations of what sense of place means. Because of this, a struggle exists over how, and even whether, land should be protected for future generations. What constitutes the need for preservation? Who should determine this need? Who should be allowed to enjoy land, harvest its resources, etc.? Such complex questions result in multi-level planning where public, private, local, national and international institutions address these issues.</p> <p>We all hold special connections to places. Throughout history humans have identified their sense of place and fought for protection of special places. Mount Rainier and Mount Fuji both act as portals for understanding how humans have developed a sense of place and a desire for</p>

	land protection. Notable figures and groups on both mountains have called for preservation of these monumental places. The struggle over effective conservation of each area continues today.
<b>Procedure</b>	<p><b>Day One</b></p> <ol style="list-style-type: none"> <li>1. Introduce the topic of sense of place by asking students the questions on the “Opening/Guiding Questions” sheet.</li> <li>2. View the vocabulary words and write down the definitions. Have students try to use each in a sentence. Share student examples with the class.</li> <li>3. Discuss as a class what sense of place means <ol style="list-style-type: none"> <li>a. Read provided quotes</li> <li>b. Complete graphic organizer from the Northwest Institute concerning sense of place</li> <li>c. As a class, read excerpt <u>America’s Best Idea: A Photographic Journey Through Our National Parks</u> (pp. 10-11). Discuss how spiritual and cultural connections lead to sense of place. Have students answer questions regarding the text.</li> <li>d. Have students complete their Sense of Place Questions on handout.</li> </ol> </li> </ol> <p><b>Day Two</b></p> <ol style="list-style-type: none"> <li>1. Discuss how Mount Rainier and Mount Fuji have created fostered a unique identity for many people throughout history.</li> <li>2. Complete two or three historical figures concerning Mount Rainier on the graphic organizer (i.e., John Muir, Nisqually Tribe, James Longmire, etc.) Read the documents as a class to determine how they illustrate sense of place for each person or group.</li> <li>3. Have the students research other people’s sense of place for Mount Rainier.</li> <li>4. Review in small groups, then as a class.</li> </ol> <p><b>Day Three</b></p> <ol style="list-style-type: none"> <li>1. Complete two or three historical figures on the graphic organizer concerning Mount Fuji (i.e., followers of Shugendo, Fuji-Ko, Jkigyo Miroku, etc.) Read the documents as a class to determine how they illustrate sense of place for each person or group.</li> <li>2. Have the students research other people’s sense of place for Mount Fuji.</li> <li>3. Review in small groups, then as a class.</li> </ol> <p><b>Day Four</b></p> <ol style="list-style-type: none"> <li>1. Inform students they will be exploring how sense of place influenced the historical figures’ promotion of preservation and protection for their important places.</li> <li>2. Have students answer the opening questions about preservation.</li> <li>3. View the National Park Service guidelines for preservation at</li> </ol>

<http://www.nps.gov/history/preservation.htm>.

4. As a class, read the excerpt concerning conservation from America's Best Idea: A Photographic Journey Through Our National Parks (pp.8-9). Students should answer questions about conservation.
5. Revisit the John Muir letters and ask students "*How and why does this ask for preservation?*"
6. Discuss how there are various motives for protection and preservation. Compare and contrast the figures'/groups' reasons for desiring preservation and protection.

### **Day Five**

1. Inform students they will apply what they have learned about the connection between sense of place and preservation by responding to a hypothetical situation.
2. Provide prompt for persuasive writing, read as a class (below).
3. As a class brainstorm a list of stakeholders. What groups might have differing perspectives about the value these mountains and how they should be used?
4. Allow students to complete the writing process (rough draft, peer-editing, revisions, and final draft). Students should present their position to the class.

### **Prompt for Persuasive Writing:**

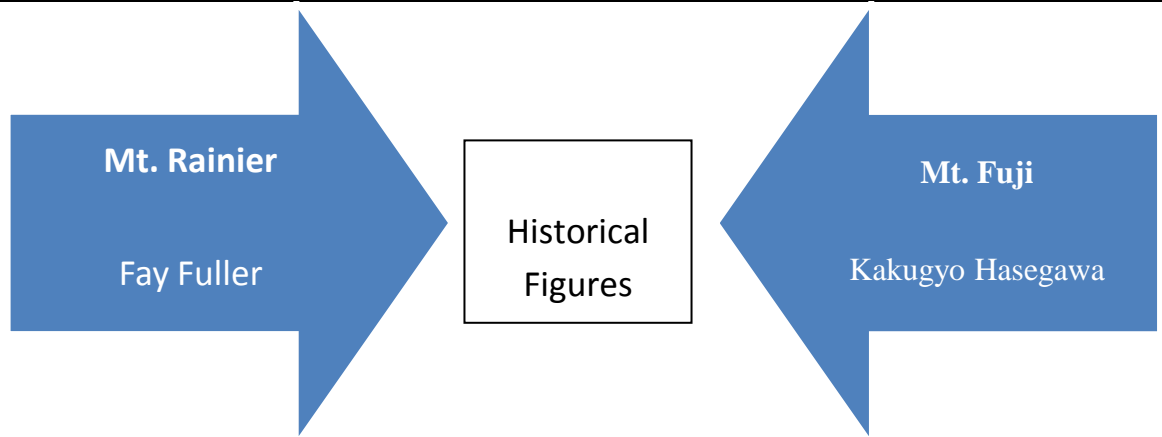
Imagine that you hold a special connection to Mount Rainier or Mount Fuji; you have developed a sense of place for the mountain. Recent economic downturns have led the government to consider privatization of the entire mountain, meaning an individual could purchase land and construct permanent buildings without restrictions. There is a great deal of interest amongst the public, and projections suggest all land will be sold, generating much needed funds for the government. Such actions would eliminate current protections for water, air, trees, wildlife, etc. and eliminate **public-use** of the land.

Your job is to write a letter requesting that the land be preserved and protected. You are to discuss the following, always connecting your ideas to sense of place (*your connection to the land*):

1. Who are you? Pick a stakeholder who has a special connection to the mountain .
2. Explain what sense of place is and how one develops such an idea. Explain how you specifically developed your sense of place. How has the mountain inspired you?
3. Explain your concerns with the proposal and how it impacts your sense of place. How will the proposal affect culture, identity, the environment, the economy, etc.? Develop and explain your position on the proposal.
4. Explain what preservation is. How has protection and preservation been conducted historically? Explain if protection and preservation are important to your sense of

	<p>place.</p> <p>5. Briefly revisit the proposal and your concerns. Reiterate your sense of place and call for protection.</p>			
<b>Suggested Assessment</b>	Rubric for persuasive letter:			
		<b>Proficient</b>	<b>Emerging</b>	<b>Not present</b>
	<b>Introduction / stakeholder</b>	Introduces who they are and their connection to the mountain	Touches on who they are, but connection to mountain unclear	Does not address who they are
	<b>Sense of place</b>	Explains what sense of place means using historical information  Explains specifically how they have created a sense of place to the mountain.  Explains others sense of place  Explains how they have been inspired by the mountain.	Attempts to explain what sense of place means  Attempts to explain how they specifically have created a sense of place  Attempts to explain others sense of place  Attempts to discuss inspiration, but not specific to stakeholder	Does not address sense of place  Does not explain how they created a sense of place  Does not include others sense of place  Does not address inspiration
	<b>Concerns of proposal</b>	Addresses proposed ideas for land use  Adequately addresses their specific concerns with the proposal  Connects their concerns with their sense of place	Briefly addresses proposal  Attempts to address concerns of proposal, but does not connect with their specific sense of place	Does not introduce proposal  Does not address concerns of the proposal  Does not make specific concerns regarding sense of place

	<b>Preservation / protection</b>	Explains what preservation and protection is  Includes historical ideas and explanations of such  Adequately explains their desire for preservation and protection specific to who they are.	Attempts to address ideas of protection and preservation  Attempts to include historical ideas  Attempts to address specific calls for preservation/protection specific to who they are.	Does not adequately explain what preservation is  Does not include historical examples or explanations  Does not connect specific ideas of preservation and protection to who they are.
	<b>Conclusion</b>	Revisits proposal and their concerns.  Reiterates their sense of place and call for protection	Briefly address concerns of proposal  Attempts to reiterate sense of place and call for protection	Does not address concerns of proposal  Does not reiterate sense of place or call for protection.
<b>Adaptations</b>	<p>Have students work in teams to develop their letter.</p> <p>Have students create an explanation of what sense of place means to them. Do they have a special connection to their neighborhood, park, school, etc.) and why they would want to protect it?</p> <p>Have students define vocabulary words, and draw a picture to represent each.</p>			
<b>Extensions</b>	<p><u>Preservation Presentation: Compare &amp; Contrast</u></p> <p>Create a multi-media (PowerPoint, Prezi, etc.) presentation where you address these topics for each mountain:</p> <ol style="list-style-type: none"> <li>1. Pick one historical figure from both Mount Fuji and Mount Rainier.</li> <li>2. Explain how the historical figures developed a sense of place to the mountains.</li> <li>3. Explain how the historical figures promoted preservation of the mountains.</li> <li>4. Explain the current state of preservation and protection of the mountains.</li> <li>5. Explain similarities and differences in protection and preservation for each mountain</li> </ol> <p>For example:</p>			



### Taking on the Role

Students take on the role of a historical figure from either Mount Fuji or Mount Rainier who fought for protection of the mountain. Students dress the part and provide a presentation for their peers addressing how they have developed their sense of place to the mountain and why they believe it is important to protect and preserve it.

### Investigation

Interview various people who have a connection to Mount Rainier or Mount Fuji. This could also be a student-to-student interview where each student picks a location where they have developed a sense of place and answer questions about it. Students first pick their place of significance and brainstorm people to interview (various viewpoints are desired). They then create a series of questions to ask. Students will want to focus on an essential question such as "What makes this place special to you and why is it worth protecting? Students share their results with the class through mock interview, PowerPoint, recordings, etc.

If students are able to travel to the mountain they could interview various people there about their sense of place (park ranger, shop owner, climber, etc.)

### Preservation Pamphlet

Students create a pamphlet that urges the community to protect and preserve a particular sacred place (Mount Rainier, Mount Fuji, or another place).

### **References/ Resources**

<http://www.sfmuseum.org/john/muir1.html>

<http://www.nps.gov/muwo/historyculture/historical-letters.ht>

<http://www.nisqually-nsn.gov/content/our-history>

<http://www.indiancountrytoday.com/living/tourism/95619439.html>

<http://www.thenewstribune.com/2007/10/08/174150/james-longmire.html>

<http://www.nps.gov/history/preservation.htm>.

<http://www.sfmuseum.org/john/muir1.html>

[http://www.nps.gov/muwo/historyculture/historical-letters.ht](http://www.nps.gov/muwo/historyculture/historical-letters.htm)

Bernbaum, Edwin, Sacred Mountains of the World, University of California Press, Ltd: London, 1997.

Saferstein, Mark J., America's Best Idea: A Photographic Journey Through Our National Parks, Yosemite Association: Yosemite, CA, 2006.